

Vol. V

NOVEMBER, 1910

No. 3

# CHILD-WELFARE MAGAZINE

ORGAN OF THE

National Congress of Mothers

## CONTENTS

**The President's Desk.**

**Saving the Babies.**

**The Art of Home Making—It's Place in the College Curriculum.**  
Minna A. Stoner.

**How to Start a School for Young Mothers.** Edith Howe.

**Importance of Work for Children.** Eli M. Rapp.

**Department of Child Hygiene—Clean School Houses.**  
Helen C. Putnam, A.B., M.D.

**The Solution of the City Problem.** John Hamilton.

**A Definite Course in Child Study.** Wm. A. McKeever.

**Erie's Detention House.**

**State News.**

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# CHILD-WELFARE MAGAZINE

ORGAN OF THE  
NATIONAL CONGRESS OF MOTHERS

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## The President's Desk

### ENGLAND'S CARE OF THE CHILDREN.

The adoption of the Children's Charter by the British Parliament has placed Great Britain in the lead of all other nations as a protector of childhood.

Spending a few days in a hotel which had been running for three hundred years, I noticed a sign conspicuously placed in the office, entitled "Children's Act." Then followed the law forbidding children to enter where liquor is sold under heavy penalty. Every hotel, every saloon must have this sign and abide by its command.

The children's courts have been established quite generally. A visit to one of the children's courts in London revealed the saddest depths of poverty and hunger.

It is rare in America to see the type of cases which are met there. The court is entirely private. Only one child at a time is permitted in the room. Only the witnesses in that case are allowed to be present. The judge and probation officers are there, and an intelligent presentation of the case is made by the officer who has investigated the case. The judge was sympathetic and kindly.

Tiny little girls and boys were brought in for wandering on the street and begging. In many cases the parents were so poor they could not provide for them. Yet the mother love was strong and pleaded not to be separated from the child. The judge was very reluctant to break up any home, and in some cases asked the probation officer to help find employment for parents. Theft was, as usual, the principal cause of the children's appearance in court. There were large families who lived in a single room, whose income was so meager that their faces were wan and white for lack of food and fresh air.

England has a number of small industrial schools which are used when the home fails. The judge said that for twenty years England had provided separate detention houses for children awaiting hearing, and that in London there were many of them.

The great difficulty he experienced was to find people who were fitted to do good probation work.

Under the present charter no child under 14 is permitted to work in factories or shops.

The problem of a city like London is a grave one. With the land owned by a few, there is no room for the poor to overflow into the country. London feeds 125,000 poor every day. It would seem that a colonizing system for some of the vast uninhabited areas of Canada would be of mutual benefit. No doubt this need will be met, for England is awake to the necessity of guarding child life as a means of strength to the nation.

All honor to the British Parliament, the first nation to enact a Children's Charter, the first nation whose highest legislative council has given exhaustive and comprehensive study to child welfare.



HIS FIRST OFFENCE

In the Tate Gallery, Lady Stanley's portrait of a little boy, brought for the first time before the bar of the court, touches every heart. His sad eyes look with wonder at the judge. The innocence of childhood is in his face. He has broken some law, but, unconscious of purposeful wrong, he faces his judge.

Thousands of these little ones are standing to-day where the path divides. God's little ones are they. Not far have they wandered from the heavenly sphere of infancy. They need mothering and love. They need good women to help them.

These boys are in your midst. Do you know them? Do you know what is being done for them? Their hearts cry out for help. Shall they ask in vain?

ROOM FOR UNLIMITED  
ORGANIZATION  
OF MOTHERS.

The National Congress of Mothers cannot promote the welfare of the children or help parents to learn more of child-nurture unless every mother is enlisted in the effort. There can be no resting content with present accomplishment in educational work with mothers. As every day brings thousands of babies into the world, so every day brings to thousands of new mothers all the problems of child-nurture. All these mothers should be induced to unite with other mothers in their vicinity to study together the development of the children.

There is room for an endless number of mothers' circles or child-study classes. They are more helpful if the membership is not large. If the Congress kept organizing circles of twenty-five, each month would still show the necessity of forming many new circles to meet the need.

It is hard to understand the attitude of some mothers' circles in large towns, which limit their membership and claim there is no need for forming any other mothers' circles. If child-study is helpful to one mother it should be helpful to every mother. Many of these mothers' circles need a leader in the beginning.

A mothers' circle which has had long experience in child-study could do no better work than to organize circles composed of mothers living in the same vicinity, and to continue organizing them as long as any mothers were not included. From their experienced members they could appoint leaders until the new circles are well established.

If it were realized that the formation of a mothers' circle for child-study meant the saving of some infant lives, if it were realized that physical and moral growth were greatly increased thereby, would not each member of the Congress try to add at least one group of mothers to those already united for child-study? It is not hard to do it. The beneficial results are beyond our power to compute. You who read these lines have an individual responsibility and opportunity to further the study for wiser parenthood. What will you do?





Mothers and Babies in 19th Ward, Philadelphia



## Saving the Babies

### PENNSYLVANIA

The practical experiment of saving babies' lives by giving mothers instructions in their care and feeding has been tried with very satisfactory results in the Nineteenth Ward of Philadelphia.

Some members of the Mothers' Congress, coöperating with the Board of Health, engaged a graduate nurse of Bellevue Hospital who had also had wide experience in visiting and instructing mothers. Her sympathy and knowledge soon won for her the regard of all whom she visited. These were the mothers of babies under one year of age.

Five hundred and fifty-four babies were visited. Their mothers were instructed in the food, care and ventilation.

There were one hundred and thirteen sick babies. The majority of these were under the treatment of private physicians.

Ten children over a year old were sent to district doctor, dispensary or private physicians.

A number of mothers were instructed in the care and treatment of scabies, impetigo, ringworm, pediculosis and sore eyes.

Seventeen expectant mothers were instructed. During the three summer months there were but three deaths among the babies under the nurse's supervision.

Four hundred and thirty-seven babies were weighed. Each week the

mothers brought them and a careful record was kept of their general condition with gain or loss.

At the end of the season prizes of five, three and two dollars were given to the babies who had been weighed regularly and who had gained the most.

The mothers were most appreciative of the help they had received. A committee of Mothers' Congress women met each week and aided the nurse by keeping the records as she weighed the babies.

This devoted interest of other mothers added much to the interest. As a result of the summer's work thirty-five mothers have united in Mothers' Circle No 1 of the Nineteenth Ward.

Mrs. Hugh Munro will be the leader of the Circle, and it is the purpose to take up other phases of child-study.

The work is to be continued, with the hope of enlisting many more mothers of little babies. To win the mothers even before the baby comes, to help them to be mothers of the right sort, to inspire them to form little groups to continue the study of their children's welfare will prevent infant mortality, and give the little ones a fair chance.

The National Congress of Mothers earnestly recommends this plan to the consideration of its members who desire to extend the organization of mothers.



# The Art of Home-making; it's place in the College Curriculum

By MINNA A. STONER, Dean Oklahoma University

Within the last few years the pressure of economic forces has thrust itself strongly upon our social attention. Just now we are in the midst of this controversy, as it touches education. We note the expansion, we feel the power of the new tendency, but as yet there is friction in the movement. We see only imperfectly the broad relations between all parts of the question. It is not enough for us to dismiss it as evidence of the social unrest. Rather is it our special task to consider it from the point of view for which it has distinct interest for us—the training of our daughters. Their education has become a problem in adjustment to changing conditions. We may assume that these conditions will not shape themselves to the protesting demands of tradition. Each period adds to this accumulation of past wisdom and error. But our children must be fitted to cope with the present needs and perplexities. Thus it resolves itself into the question, *What constitutes educational efficiency?* As this touches the college woman, let me examine her equipment with the intentions of discovering, so far as possible, its adaptation to her necessities.

It is a kind of educational axiom, that college experience is beneficial in proportion as it relates itself to the problem of living. We have come to say this very glibly, and with slight reference to the specific application of this statement to conditions. It is well to push inquiry. In the complex

organization of the modern college a multiplicity of social interest and activities have developed. The variety is significant of the desire for individual expression. The college student gains poise, resource and power as she gives of herself to the maintenance of these interests. Each college generation in turn is subject to the influence. Without discounting in the least the value of the purely intellectual side of college training, it is merely the assertion of fact to say that the social side of college life has been most potent in molding the college woman. The reason is clear: through this medium she has shared, in a measure, the responsibilities of the larger society without college walls. She has tested her own strength as a member of her community. This influence has been very direct. As we say, "The college girl can do things." If we question her on this point she usually makes the summarizing statement, "I had such a good time in college." In short, out of the experience she has developed capacity for services. At present her power exists within rather sharply circumscribed limits. Observation shows that social organization within the college has come as a result of the desire for self-expression and demand on the part of the students themselves. This holds alike for debating society, fraternity, athletic associations and "eating club." The social direction within scope of official control has been insufficient. Faculty

action usually comes in response to student request. We can scarcely characterize this impulse as institutional in origin. However much we may hope to accomplish through suggestion, we cannot change the tendency. The college woman usually leaves her Alma Mater with the hope of making her passion for doing things count in the larger circle. This very frequently takes the form of scholastic activity, but it is rapidly becoming more purely social in its expression. Social philanthropy and experiment hold a fascination for the college woman. Here her quick observation and ability to work with others, the result of college association, have given her some of the necessary equipment. But there is a large number concerning whom statistics furnish us with meager information. The members of this class may become workers for a time, but more often the pressure of economic necessity does not compel choice of vocation. They may be needed in the home; sometimes they find a diversity of social interests awaiting them. It is among this group of college women that the modern unrest has been felt most keenly. In numerical importance it is gaining because of the changed attitude of society regarding college women and the broader field of possibilities open to women. The closing of college days usually leaves a void in their lives. Circumstances or individual strength may clear the way, but in this important instance college training has failed for them. This is the point at which the interest of the college should converge. We cannot forget the training of woman for woman's work. The social side

of college life is not ample enough to supply this need. An adaptation of the mental training given to men, excellent in itself, will not suffice. In general education they have not concerned themselves with the details of the problem. Generalization is so much simpler. Some thinkers, pronounced and earnest, would reorganize conditions by making every woman economically independent. But this offers only a half solution. The possibility of economic necessity should receive due consideration in the training of every girl. To educate a woman without giving her this means of self-protection is gross injustice. She may not use this training actively, but she will be a more intelligent and sympathetic member of society because of it. It is an essential contribution to her education as a woman. Those who had business dealings with the average girl will appreciate the importance of this. Yet this is just a single aspect of the problem. We still have the present condition: the majority of our college-trained women. They enter upon the greatest work in the world without any distinct preparation for it. While their education has provided them with many of the essential elements or has failed to be specific. The most of them struggle with their own ignorance and experiments until they find some sort of a working rule. However elaborate our theory, we cannot disregard this side of woman's service to the world. We shall never better conditions while we content ourselves with giving her merely framework of a generous training and withhold the substance. In the school of hard experience she may find the

solution, but it remains her education was ignored, her pertinent need. Her present restlessness is born of half-knowledge.

Before all else her education must give her the right point of view. To place this requirement wholly upon her institutions is not altogether fair. At the best, college only seems to strengthen earlier impressions, and its material must be received as it comes. Nevertheless, progressive education has given a partially concrete recognition of this necessity. The art of home-making and conservation has been placed upon a sound scientific and economical basis. That much of the training thus designated has best served the needs of special workers in the field is a significant comment upon the general attitude toward the home. The girl lacks the sense of responsibility.

Educators all over the country are devising ways and means to change the curricula of the elementary and secondary schools to meet the existing difficulties.

In a number of cities courses of study have been modified which have direct application upon the conditions of the life of the student as well as the future outlook relative to good citizenship.

Two types of work are emphasized—academic and industrial—with modifications for both sexes. The function is twofold: to develop faculty working capacity, to train the mind and hand together; to provide instruction in specific industries to aid those who must early take up the work of wage-earners, as well as provide a foundation for more extensive training in academic courses.

Finally, it is a distinct purpose of this work to prepare the student to meet the standards and entrance requirements necessary to enter the higher institutions of learning—our colleges, professional technical schools and universities.

So long as the colleges and universities prepared chiefly for the ministry or law the curriculum remained fixed. The broadening of the opportunities of this college or that university, the demands for wide knowledge and newer methods have resulted in changes in the curricula of all such institutions. These changes have been based upon two theories: first, that all subjects, if properly taught, have value for mental discipline; second, that certain subjects are essential to general culture aid to the proper understanding of the abstract subjects offered in colleges and universities. If Dr. Pritchett's statement be true that:

"The spirit of the State universities, their rapid evolution is one of the most epoch-making features of our American civilization. In fact, they are to become more and more the leaders and measure of the nation's civilization." Their standards of scholarship are the highest. A number of the most important colleges and universities have kept in close touch with these "Masters of Progress," and have added new courses of study, modifying old courses and changing the methods of presenting old subjects, or have offered elective work in many modified subjects adapted to different classes of students. Some of these courses lead to the degree of Bachelor of Science, some are allied with the

Department or College of Education leading to the degree of Bachelor of Pedagogy or a Normal Diploma, while others offer subjects leading to the degree of Bachelor of Arts, or in others their students are taking the modified subjects or a Major or Minor in the College or Liberal Arts. With these progressive changes our system of education will more thoroughly fulfill its greater function, giving the American college woman the opportunity of attaining the highest physical and mental efficiency. This period of readjustment in the curriculum has been inevitable. Like the comet, it has come as the result of organic forces.

To meet the present and future conditions this problem must be investigated, that a satisfactory solution may be found. Much remains to improve and adjust the present system of education to meet the requirements and aims of all classes of institutions from the most elementary to the most advanced. Furthermore, this training must be adapted to the needs of the different classes of students. A brief survey of the past and present conditions will suffice to convince the conservative that changes are demanded in order to meet the present economic requirements.

It is a fact that many tasks and industries formerly carried on in the home are now relegated to the shops and factories. The consequent development in the activities and position of women is a subject of *world-wide* interest and discussion among all specialists in economics. "It is estimated that the majority of people spend two-thirds of their incomes for so-called *vital needs*—those

primary needs essential to the best physical development of the race."

Pure food, pure air, healthful clothing, sanitary housing, heat and light. To know what each of these needs involve:

The problem of providing these out of a fixed allowance and saving for the intellectual and social demands and requirements certainly calls for a *practical training*, a knowledge of economics and its application to consumption, production and the adjustment of incomes and expenditures. "Other investigators have estimated that the consumption of 95 per cent. of the world's goods is directly controlled by woman and the center of their consumption is the home." The wise application of such knowledge in the every-day affairs of the average home would work a complete revolution in the home and national life, as well as expand the influence of the scientific spirit and pedagogical phenomena of the present time.

To read the fashions, to watch the advertisements for bargains, to ride a horse, to operate an automobile, to play the piano a little, to paint a little, to be able to prepare an occasional club paper are not adequate preparation to meet the emergencies of life. The important responsibilities resting upon woman to-day require training quite different from that of even twenty-five years ago. A number of colleges and university graduates have found difficulty to adjust themselves and their homes to the activities of a very practical world. Their scholarly knowledge of the facts, the development of history, the testing of theories of what has been already tried have not been put to use. In



their efforts they have not included the power of effective living. They have neglected to learn how to apply the methods acquired in the laboratory or class room to the problem of every-day life. Others have failed because they lack the right ideals and have not worked out a standard of living in harmony with their needs and environments.

In their estimation of higher education they have failed to see the value of education in guiding mental capacity. This is as true of the pupils in secondary schools as of college students. The ability to execute, the discipline of mind to direct their powers and efforts have never been trained or directed.

The more we investigate this side of the question the more we realize that in the present system of education we must strive to reduce the number of *incapables*, and the number of failures among all classes, and endeavor to secure a higher efficiency in social, civic, philanthropic, business and home pursuits.

Is it too much to ask for every child of school age to be given all the beauty, all the perfection of which the body, mind and spirit are capable regardless of sex or class, that the best results mentally, morally, physically and socially may be achieved for the race? To this all answer in the negative. Such an opportunity is just. It should be the national ideal of our country. Teaching the child to know himself and his relationship to others and the world around him is the ideal all should strive for. When all these things are learned crime will be unknown, for the motive of committing crime will not

exist. One step toward such an ideal system has already been taken in the place for new adjustment, the provisions of training suited to the needs and tendencies of the child rather than casting all in the same mold regardless of ability and environment. Our educators might as well try to make *all men engineers as to make all women housekeepers* and nothing else.

Home economics in our secondary schools, colleges and universities is not simply the work of training women to be housekeepers. Neither is it just teaching girls to *cook* and *sew*. These are very small parts of a broad application of science and art which involves at least sixteen distinct professions. Home economics relates to the home and the ideal development of the race. It is the application of economics, sociology, psychology, physics, chemistry, biology, physiology, bacteriology, sanitation, architecture, dietetics, hygiene, history and art to the problems of home life. "It is the nucleus of every other economy in the world," because it means the conception and maintenance of life at its best in the safest environment.

Mrs. Richards declares home economics to be the fourth "R" in education—*Right Living*.

The Mary Lowell Stone exhibit, in which the Association of Collegiate Alumnae were so deeply interested, gives the declaration that:

"Home economics stands for the ideal home life for to-day unhindered by the traditions of the past.

"The utilization of the resources of modern science to improve the home life.

"The freedom of the home from the dominance of things and their due subordination to ideals.

"The simplicity of material surroundings which will most free the spirit for the more important and permanent interests of the home and of society."

It might be of interest to add in this connection the difference between the *numerous terms* used to designate the work. The following nomenclature was offered by the Lake Placid Conference:

"*Hand Work* is the proper term to apply in primary and grammar schools, the main object being to teach the child skill with the hands, to know materials, to observe details, to direct the mind in the early formative period toward home interests."

"*Domestic Science* is the term used in secondary schools, which includes the best illustrations of the scope of work classed under the term Domestic Science."

"*Domestic Economy* and often *Domestic Arts* are the terms used in the normal schools and agricultural colleges and professional schools. In those institutions the subject of applied art and science are correlated with the subjects, physics, chemistry and physiology, etc., expanding the work upon the broader basis."

"*Euthenics* is the new term suggested for the work in universities and colleges. The course includes all that is given under the term Domestic Science and Domestic Economy, and the work of the professional schools, together with research work. Euthenics is derived from the Greek meaning, 'Better Living.' As yet it has not been universally accepted.

Therefore the old terms Domestic Economy, Household Arts or Home Economics are more generally adopted."

Mrs. Richards publishes in June a new book upon the subject of Euthenics, which every mother and teacher in America should read.

"Household Administration," "Household Technology" and "Domestic Engineering" are terms that have been adopted in some professional schools.

It matters little what term is applied if the scope of work is adjusted to conform to the class of institution, and if the method of teaching is all that could be desired, considering time, money and opportunity for giving the training. After all, home economic courses offer a rational means to obtain and transmit *essential knowledge that cannot be secured* in other branches of study and research.

Each year there is less controversy over the subject of academic credits and the effect upon standards of scholarship. There is also a marked increase in the number of universities and colleges of high rank which offer advanced training in home economics. It is no longer an experiment in education. It has endured the scientific test and has gained its proper place in the colleges and universities. A home economics course founded upon a scientific and pedagogical basis the same as an applied science or chemistry, physiology, history, art and economic providing a series of well-balanced electives which correlate with the required sciences and arts, giving the course the same academic credit offered to any applied science, requiring lectures, recitations, dis-



cussions, collateral readings and laboratory practice deserves without question the same rank in the college and university course as any literary subject. It is upon this standard that all the colleges and university courses have been established. In some of the secondary schools home economics count one-half unit or one unit of science credit for college entrance requirements. These are encouraging facts to note for those who have been the promoters in advancing the work and who have been the pioneers in its development and expansion in the modern system of education.

One of the world's most distinguished university presidents declared a few years ago that, "In the evolution of education educators have come to see that all knowledge which is put into scientific and pedagogic form and which takes hold on life and thought has value for mental discipline, and may properly be classed with the hu-

manities." He strongly recommended the establishment of courses of home economics in our co-educational universities upon the basis referred to in the foregoing. The first requisite in the general training of the girl and the home-maker is a definite understanding of social economics in all its aspects.

Those who have given thought to the question declare it is preëminently a woman's problem.

"If Münsterburg's assertion is widely true, that in America it is the women who have the leisure and cultivation to direct the development of social conditions," then with their leisure and talent comes a corresponding responsibility which the American woman cannot cast aside. The *economic function* of women and her part in the social economics of the world must be studied to gain the ideal hoped for *purposeful womanhood*.

#### THE FATHERLAND.

Where is the true man's fatherland?  
Is it where he by chance is born?  
Doth not the yearning spirit scorn  
In such scant borders to be spanned?  
Oh, yes, his fatherland must be,  
As the blue heaven, wide and free!

Is it alone where freedom is,  
Where God is God and man is man?  
Doth he not claim a broader span  
For the soul's love of home than this  
Oh, yes, his fatherland must be,  
As the blue heaven, wide and free!

Where'er a human heart doth wear  
Joy's myrtle wreath or sorrow's gyves.  
Where'er a human spirit strives  
After a life more true and fair.  
There is the true man's birthplace grand;  
His is the world-wide fatherland!

Where'er a single slave doth pine,  
Where'er one man may help another—  
Thank God for such a birthright, brother!  
That spot of earth is thine and mine;  
There is a true man's birthplace grand;  
His is the world-wide fatherland!

JAMES RUSSELL LOWELL.

# How to Start a School for Young Mothers

By EDITH HOWE

The Child Hygiene Committee of the National Congress of Mothers was organized February, 1909.

To save the lives of babies and to promote the health of school children by—

1. Teaching mothers child hygiene.
2. Securing sanitary homes, clean streets and clean school houses.
3. Securing a clean milk supply.
4. Securing the periodic physical examination of babies and school children.

For advice, support, speakers and literature, write to Miss Edith Howe, 340 Riverside Drive, New York City.

## NATIONAL CHILD HYGIENE COMMITTEE.

Child Hygiene Leaflet No. 1. Oct. 1910.  
To Start a School for Young Mothers in Your Town.

Find out

How many babies were born in your town last year.

How many deaths under one year of age.

How many deaths were needless.

How many of these babies' mothers need instruction and help.

How many are receiving such instruction and help.

Whether your Board of Health sends doctors to sick babies.

Whether it sends teacher nurses to mothers of every new-born baby.

Whether births of all babies are reported to the Health Department promptly.

Whether school children are periodically examined by physicians.

How many school children are suffering from removable physical defects such as adenoids, enlarged tonsils, bad teeth, eye strain.

What supports are being made to correct these defects or to teach mothers the importance of attending to them.

## GET THE CO-OPERATION OF YOUR BOARD OF HEALTH.

Ask your Board of Health for funds to help you support enough professional nurses, trained in hospital and social work, to instruct the mother of every baby born in your town.

## SCHOOL.

Ask your school to give you a room after school hours in which to hold mothers' classes. Ask your school principal and teachers to attend these classes.

## DOCTORS.

Ask your doctors, especially interested in children, to conduct these classes and teach mothers wherever they go.

## PRESS.

Ask your local newspapers and your favorite magazines to publish regularly instructions to mothers in the physical care of children.

## MOTHERS' CIRCLES.

Let every Mothers' Circle organize a Child Hygiene Committee, composed of the mothers of babies and school children, of a physician, of a representative from the Board of Health and of the Board of Education. The Child Hygiene Committee should organize a School for Mothers.

## SUGGESTIVE TOPICS FOR STUDY.

The importance of Breast Feeding. Cow's Milk as a Factor in Infant Mortality. The Evils of Rubber Comforters and Thumb Sucking.

The effects of adenoids and enlarged tonsils on the health of school children.

The Care of the Child's Teeth.

Taking naps out of doors.

## TEXT BOOKS.

"The Care and Feeding of Children," by Dr. Emmett L. Holt. Putnam & Sons, New York, \$1.00.

"Short Talks With Young Mothers," by Dr. Charles Gilmore Kerley. Putnam & Sons, New York, \$1.00.

"Civics and Health," by Dr. William H. Allen. Ginn & Co., Boston, \$1.00.

"Adolescence," by Dr. G. Stanley Hall.

"Child Hygiene Department," CHILD-WELFARE MAGAZINE, by Dr. Helen C. Putnam.

"American Baby Magazine," No. 1 Madison avenue, New York city.

Pamphlets and bulletins issued by Department of Agriculture, Washington, D. C.

Loan papers prepared by Mothers' Congress, Loan and Trust Building, Washington, D. C.

## THE ORGANIZATION OF A SCHOOL FOR MOTHERS.

Its teachers should be a doctor, a graduate nurse and the school principal. Its pupils should be the mothers of young babies and school children. All members should be enrolled; classes should be held regularly every week, and the attendance of these classes should be regular. Mothers should bring their babies and

young children regularly to be examined by a doctor. The nurse should be at the school at a given hour every day, where she may be reached by the mothers, if necessary. The nurse should visit the mothers in their homes if they so desire.

#### PLACE OF MEETING.

The place of meeting of the school for mothers should be in some municipal building, either the school house, health department or court house. It may be held in the club room, casino or hotel of the town.

#### EQUIPMENT.

The equipment of the school should consist of a weight scale, weight charts, physical records charts, text books of instructions to mothers on infant hygiene.

#### COST.

Salary for graduate nurse.  
Doctor's services.  
Room rent.  
Equipment.

The room may usually be obtained free of charge, if it is held in a city building or in a public building. Many doctors are glad to give this public service free of charge. The cost of equipment is very slight. The main expense is the nurse's salary. The nurse should be well paid in order to secure the services of the best grade, as the work demands a nurse of superior ability, and no other should be allowed to undertake the work. The expense of the school for mothers may be met by asking a small yearly tuition fee. It may be supported by the Department of Health and Education of your town, by a private fund given by some public-spirited citizen, or by some organization, at the mothers' club of the town.

#### RESULTS TO BE EXPECTED.

A low infant death rate, fewer epidemics or contagious diseases; healthy babies;

strong school children, and a higher standard of sanitation in the town.

#### WHAT A SCHOOL FOR MOTHERS IS.

The Child Hygiene Committee was organized to be of practical and daily help to the young mother before and after the birth of her child. There has never been any institution where mothers could get regular systematic instruction in the care of themselves and their young babies. As the raising of an infant is a science and one of the most difficult tasks in life, the ignorance in regard to it is resulting in the *needless* deaths of one-sixth of the babies born in the United States before they reach one year of age.

The Schools for Mothers which the Child Hygiene Committee has conducted in several cities and towns during the past year are in charge of paid trained nurses, who visit the mothers in their homes. The classes are taught by physicians and nurses specializing in the care of babies. They are held usually in the public school buildings, after school hours. The mothers bring their babies with them once a week. The doctors or nurse weigh and examine the babies, and give each mother individual instruction in its care and feeding.

Where mothers attend regularly the improvement in their babies is astounding. The birth rate of the babies thus cared for last year in New York city was less than one in fifty, as against a general infant death rate of more than one in seven.

Books, papers and lectures are good, but they are not enough. The mothers need practical and individual help.

If all the mothers of the Mothers' Congress could have seen the groups of healthy babies and happy mothers at the end of the summer in these schools, they would make it their special duty to see that no mother in their town was unable to have such lessons and care.

**MOTHERS! THE LIVES OF BABIES ARE IN YOUR HANDS.**

#### ATTRACTIVE YEAR-BOOKS AND PROGRAMS.

So many attractive programs of State and local mothers' circles have come to the President's desk during the past month that it indicates a widespread growth of opportunity for mothers to learn of methods which will help them in the training of children. The Texas Congress, the Rhode Island Congress, the Utah Congress, the Haddonfield Mothers' Circle, the Mothers' Club of Huntingdon, Indiana, are among those which deserve favorable mention.

## Importance of Work for Children

By ELI M. RAPP, Superintendent of Schools

There has been more cruelty practiced against the dumb and innocent child under the guise of education than the world has yet dreamed of. We have talked long enough in our schools of the dignity of work. It is high time that we were acquainting our children with the real means of becoming dignified by such a performance. It is only in the schools that learning is divorced from doing. School teaching is the only profession in which our theoretical knowledge is not gathered for the sake of applications. Actual physical work is at the bottom of the advancement of each generation of successful business men. No nation and no generation of people have attained success who have not come up through the struggle of physical effort. The one lost man in the crisis of financial reverse is the man who does not know how to do anything with his hands. Knowledge apart from the power to use it is worthless. Knowledge is not power, but the application of knowledge to productive and worthy ends is power. I consider manual and vocational training the best truant officer a school system can employ. All corrective institutions find that their most valuable agent to the boy's reform is some useful form of handicraft. The manual arts are the best cure for truancy. They are even better in prevention than in reform. Judge Ben Lindsay tells of a delinquent boy who asked him: "Say, Judge, can't a kid get an education learning to be a plumber's helper?" He was committed to a reform school. Why must

a boy commit a crime in order to get the training his muscles are hungering for? A little chap was found deliberately throwing stones at windows that he might be sent to a school "where they make things." It is dangerous to attempt to educate a live boy with no reference to the vocational. I believe in hand-work in the elementary school, from the kindergarten up. All schools, both city and country, must give more attention to mechanical and home-making vocational work. Consider for a moment the agencies which the modern feeling of responsibility for the child brings into coöperative guardianship around the third grade boy who wishes to play truant. Here they are:

The truant officer, the factory inspector, the probation officer, the charity worker, the sociologist, the social settlement worker, the woman's club, the teacher, the principal and the humanitarian—all these to make one boy stay in the third grade. And yet he slips through the meshes of the educational system, and escapes to his true school—the street. The average boy has more ingenuity and more energy than the school in its present organization can use, an ingenuity and energy certain to be destructive unless we can make them constructive. If the money spent on restraint, constraint, reformation, were turned over into the school funds and expended on prevention, children and communities would be immeasurably the better therefor. If the money which has been spent in the country schools for

grammatical, mathematical, anatomical and other diabolical charts had been spent for kits of tools, work benches, etc., the country boy's lot to-day might be envied by his more fortunate city cousin. District schools should be required to maintain experimental gardens, and to instruct in the simple science of gardening, farming, horticulture, breeding of seed and plants, etc. A school garden is practical. A live teacher will get more out of it than a dead one. Something is done, and can be done. A start is being made in my county. To wait until all the teaching force is ready is to do nothing.

My greatest longing is for an assistant who shall be supervisor of manual training and agriculture. If I can get such an assistant, not a man to sit in the office and keep books, but a field man who believes in country boys and girls, he will do much to bring about a new era with reference to the improvement of country schools in "Alt Barricks." A Pennsylvania farmer, years ago, homesteaded a beautiful farm out in Kansas. The first and second years were fat years. The third spring he planted as usual and his heart was full of hope. After awhile he noticed that they hadn't any rain for several weeks. The corn gave notice that if it didn't get water it would stop growing. He grew discouraged, and worry worked fine lines about his eyes and over his forehead. He neglected the plow, for he knew it was bad to cultivate when the land

was dry. Why he knew this never occurred to him. Indeed, it was a question that did not admit of reasoning. It was self-evident. And so the plow rusted, and the team rusted, while the man's heart shriveled and his tongue stammered over words that would have made his old Methodist mother writhe in her grave. And all this time the corn was beckoning to him to till the soil, to cultivate, to stir, to put a blanket of fine dust over its feet, to keep the moisture in the ground, and not let it go off on fairy rides to the sun.

Good homes are the true foundations of a nation's greatness. Schools should stand side by side with the homes, not supplant them. United they should work for the welfare of the nation. This yielding up of functions by the home not only weakens the home, but undermines the nation's strength. The nation must stand. They may not be able to control the individual homes and say what the parents must do, but the schools are State institutions, and for the safety and continuance of the State, and of the nation, it must exert its power over the schools to produce good citizenship. The training that the home neglects to give, or is unable to give, can be delegated to the school. Through the school we can reach the home by means of the children, and many homes may be awakened to a sense of their neglected duties. A union of the interests of the home and school is conducive to the best interests of the child.





## Department of Child-Hygiene

Edited by HELEN C. PUTNAM, A.B., M.D.

### CLEAN SCHOOLHOUSES

The Standard of Healthfulness for Schoolhouses should be that of the Best-kept Homes

Last year, in our discussion of the prevention of school fatigue, we spoke in the November MAGAZINE of the injurious effects of dusty, dry, overheated air in schoolrooms. Those two pages are much too little for mothers—conscientious mothers—on this extremely important matter of healthful schools.

Various clubs have taken up the subject; also the Department of Science Instruction of the National Education Association has appointed a committee on the sanitary care of school premises, with an advisory committee of experts in sanitation.

If mothers this year agitate for clean schoolhouses, and if this committee does solid work, undoubtedly improvements will be secured.

The law that compels children to attend school must keep the school as clean and wholesome as the best-kept homes from which it takes them. Otherwise the school becomes a place where contagious, nose, throat and lung diseases are contracted, where the nervous system and the functions of the body, all of which are controlled by the nervous system, are injured. As plants that are starved and badly placed when seedlings do not mature, or are inferior to those given plenty of sunlight, water and fresh air, so these children in dirty schoolhouses help increase the number of ailing grown-ups, and their children are born less vigorous than they might have been with sturdy parents.

There are few things more illogical—it would be a huge joke if it were not so terribly tragic—than for a government to collect all sorts and conditions of children away from their mothers, in public buildings cared for by ordinary working men (rarely women) without training in either housekeeping or health methods.

No good housewives have the dusty, dirty floors and bad smells with which the government shuts up children and teachers. Women, even though “naturally” house-cleaners, are being more and more often trained for their mission; nurses in their schools, others in schools for home economics or domestic science, or perhaps in technical, industrial or trade schools. Even in colleges and universities training for home-making is coming to its own and is being granted degrees as is done in courses designed more especially for men.

But those who have “kept house” for several hundred million of children at school have been and are, for the most part, untrained, and little educated men appointed by other men likewise ignorant of sanitation and housewifery, and therefore not judges of janitors’ efficiency. The plea that all concerned meant well or mean well lessens in no smallest degree the evil effects of unsanitary conditions on children and teachers.

It has happened chiefly because schools “are in politics,” and our partizan politics, based on “majority

rule," long ago adopted the slogan, "To the victor belongs the spoils." This means that one way of rewarding supporters is for successful candidates to secure them appointments to positions; school janitors, for example, often being appointed for their party loyalty rather than for qualifications in sanitary care of the environment of children—our "neglected national asset." More than one has argued like the janitor of whom an ex-principal told me, "You can't put me out. Others have tried it and failed. Senator —— got me this place."

There are other calls on the mothers of the nation as great, but none greater than this to keep schoolhouses as wholesome as the best homes. It has much to do with morals and success in life. Clear heads to judge what is right and wrong, or what makes for prosperity or for failure depend largely on healthy bodies.

The death rate from tuberculosis is considerably higher among teachers than among all other workers together; is higher than in any other profession. Tuberculosis has been found after death among more than half the children examined who die from diphtheria, scarlet fever and other diseases, tuberculosis not being suspected. The X-ray and tuberculin test have discovered latent tuberculosis in nearly half the delicate children that have been thus examined. These are more likely to succumb to other diseases, having this latent, and this is likely to start up actively as the result of other diseases or any cause which lessens the general health and resisting power. All who have

studied the subject agree that schools are often "the cause of nervous troubles, pallor and too great fatigue among children and teachers.

It has to be admitted that schools as now managed are not as wholesome as they should and can be. Since dusty, vitiated air and overheating are known to be common factors in tuberculosis and nervous disorders, mothers' help is needed in bringing about the day of clean, well-aired and sweet-smelling schools.

*The fault does not lie with janitors.* If working men (or women) with present qualifications can get positions that bring in from \$700 to \$3,000 a year, which our cities usually pay janitors, naturally they take it. The voters and the mothers have not yet insisted on efficient care-takers and clean schoolhouses.

*Neither is the fault with the teachers.* Institutions training general teachers rarely give them practice in school sanitation, and rarely even set them good examples; also the governing boards of schools usually permit them to merely report faulty conditions; they must not be more active in improving them. Housekeepers know that it requires constant "following up" of unskilled workers to secure the details of cleanliness and temperature on which health depends. Thus the teacher must "nag" the principal and "tell on" the janitor, jeopardizing her position that she has no political power to defend. Teachers and children are usually helpless, "between the devil and the deep sea," in this matter.

Wyoming, Colorado, Utah and Idaho, the four States where women have equal political authority with



men, we should expect to be leaders in this that is peculiarly the business of the mother sex—clean school homes for children. Such are entirely possible. I have seen a very few.

If these equal-suffrage States are providing them they fully demonstrate the worth of the ballot in the hands of women. If they continue a standard of cleanliness inferior to that

of well-kept homes, the standard of men who are not housekeepers, they are throwing away a "golden opportunity" for women's citizenship, in addition to overlooking the welfare of children. This social service is more important and *more convincing* than portraits on the school walls.

Next month we will discuss in some detail the cleaning of floors of school-houses.

## Child Study: A Definite Course in Reading

By WILLIAM A. McKEEVER.

There is offered below a few of the first numbers of a possible series of home reading texts for those interested in child-study. Each number of the series is selected on account of its special fitness to impart some needed lesson. It is recommended that the books be secured in the order named, as a rule, although a few of them may be omitted for reasons that will appear.

1. "The Psychology of Child Development," by Irving King, University of Chicago Press, \$1.00. This is a fundamental work, and will be found especially serviceable as an introduction to child-study. The serious reader cannot fail to receive great profit from its lessons.

2. "The Care of the Child," by Mrs. Burton Chance, Penn. Pub. Co., \$1.00. A clear, specific, and valuable treatise on the subject named. The book provides for the physical care of

the child most satisfactorily, giving concrete details of method and materials for the ordinary child.

3. "Youth," by G. Stanley Hall, D. Appleton Company, New York City, N. Y., \$1.50. This is a well-known work by a man who is perhaps the greatest authority of the age on child-study. This volume is a condensation of the two-volume series under the title of "Adolescence." No one who pretends to study childhood and adolescence systematically should be without this volume.

4. "The Efficient Life," by Dr. A. H. Gulick. Doubleday, Page & Co., New York, \$1.20. This is a remarkably clear and stimulating work on physical and mental hygiene. While it might not at first seem directly related to Child-Welfare, the reader will soon recognize the fact that it aids in the practical solution of many of the most vital problems relating to children.



Juvenile Detention House, Erie, Pa.



Interior of Juvenile Detention House, Erie, Pa. Established July 2d, 1910

## The Detention House at Erie, Pa.

The pleasant house provided by the County Commissioners of Erie for children whose cases are awaiting disposition by the Juvenile Court is a great contrast to the county jail, where formerly they were domiciled. The Erie Juvenile Court and Probation Association has worked earnestly to secure this Detention House, and is doing much to perfect the system of dealing with juvenile offenders.

## The Solution of the City Problem

By JOHN HAMILTON, Department of Agriculture

The final solution of the city problem is a piece of land. Until then year by year your purses will be drained, your labor will be required, your sympathies will be stirred, your energies will be expended in taking care of the city poor. When, on the other hand, every family owns and tills a piece of ground and self-support has thereby been secured, then personal, political and social independence, the only guarantee of free government that has been discovered since the world began, will be made a reality to the masses, and the temptations to intemperance, extravagance and social vice, the three monumental evils of city life, will be in great degree removed.

### CHEAP TRANSPORTATION.

Do you want to know how to go to work to do this? Let me tell you. Center your efforts for the next several years in securing cheap transportation for working people. Cheap and rapid transportation will make it possible for the city poor to do that which only the rich can now afford: make it possible for people with only an ordinary wage, \$1.50 per day, to live 25 or 50 miles away and yet have their daily occupation in a city center; to reach the city office, shop or store in ample time for work and then be back each afternoon to lend a hand in orchard, field or garden in cultivating crops, crops that are to ensure them personal independence and an abundant supply of food. When this occurs extreme poverty will largely disappear, and lockouts strikes, the walking delegate and the

vicissitudes of trade will have lost their terrors.

### WHAT HAS BEEN ACCOMPLISHED.

The practicability of the city poor aiding in their own support through the cultivation of a piece of land has been abundantly demonstrated in Philadelphia during the past thirteen years. In 1897 the Philadelphia Vacant Lots Cultivation Association began its work of securing vacant lots of ground and dividing them up among the poorer families of the city to be utilized for growing food. In the first year twenty-seven acres were secured, and one hundred gardens were let out. The number of persons affected by these allotments was 528. The total product that year was six thousand dollars, an average of sixty dollars from every garden of one-fourth of an acre each. The total cost of the Association was \$1,825.30, making an average cost of only \$18.25 to the contributors for each garden worked.

Eleven years later the Association expended \$5,876.98. Eight hundred allotments were made that year, and over four thousand persons were benefited. The workers raised \$54,000 worth of vegetables, an average of \$67.50, as the product of each garden. So for every dollar expended by the Association the workers gave in self-support nine dollars' worth of work.

The superintendent, in referring to the benefits which this work contributes, says: "Many of these people came out to the open fields or vacant lots in the spring looking so pale and

weak and emaciated that they seemed scarcely to have strength to walk. The women and children, who sometimes were the only workers on a plot, often looked so frail that one almost shrank from offering them an allotment lest they should not have sufficient strength to do the work. It made one feel as though he were guilty of a positive act of cruelty in permitting them to undertake it. But," he continues, "watch these families as they come and go; as the weather warms and the tender plants begin to put forth their tiny leaves. See the children romping, playing, laughing; see the bloom of health come back to the mother's cheek, and note her quick, elastic step. See all this, and who will not agree that this exercise and open air are a much greater blessing to those who do the work than all the pecuniary profit derived from the produce that they have grown?"

It is a very significant fact also that in 1903 over 60 per cent. of the gardens were given to persons over fifty years of age, and that when the lots were first awarded in 1897 there had from time to time to be taken back one in every five, owing to neglect on the part of the recipients to properly care for and cultivate the crop. Now, only one in two hundred is taken back, showing beyond any question the dependableness, faithfulness and efficiency of those who cultivate this land.

Some of the stories told of those who are engaged in cultivating vacant lots are well worth taking a few moments of your time simply to repeat. "A family consisting of a mother, and three children under fourteen years of age, made application for a half-acre garden in 1904. Besides supplying

themselves with vegetables during the summer from this plot they put away for winter twelve bushels of potatoes, fifteen jars of tomatoes, seven quart jars of beets, five quart jars of string beans, eight quart jars of lima beans, six quart jars of corn, and six quart jars of peas. They sold in addition for cash \$112.07 worth of produce. Ten dollars was the total cost to the original contributors in giving them this opportunity."

"An old grandfather, quite infirm, regained his health after three years of outdoor exercise in cultivating garden plots, and in the third year was able to grow and sell almost \$500 worth of produce from a one-acre field."

"A substitute mail-carrier, whose work for the postal department required but little of his time and yielded but a meager income, came late in the season for a garden, saying it would no doubt help him to hold his position until he got on the regular force. The plots were already given out, but another gardener was prevailed on to divide. From a little more than one-eighth of an acre, which was all that could be spared him, he made the following sales, in addition to what he and his family used: Cucumbers, \$3.60; beans, three kinds, \$5.10; cabbage, \$2.25; turnips, \$2.50; beets, \$2.50; lettuce, \$1.50; radishes, \$3.50; tomatoes, \$15.90; peppers, \$1.90; pumpkins and squash, \$1.40; sugar corn, \$8.75; total, \$47.90."

Instances of a similar character could be multiplied; these, however, are sufficient to illustrate what is being done and to show the interest which this work creates on the part of the city poor. The success of the

movement in dollars and cents, without reference to its effect upon bodily health, fully justifies all of the expenditures that have been made. But the full value and blessing of the experiment in providing pieces of land upon which the city poor have actually grown the crops that have done so much to re-establish broken health and to make them comparatively independent when others were suffering for lack of food, can never be completely known.

#### PROVIDE OPPORTUNITIES.

The great, the fundamental principle that underlies this effort and that should underlie all effort for human betterment, is in providing opportunity for self improvement in whatever direction that improvement or individual betterment may be needed. If the need is food, provide opportunity to earn it. If the need is better housing, provide better opportunity to secure it. Provide the opportunity and then stimulate the individual to help himself.

Someone has truly and concisely said that the only remedy for the evils of congestion is the abolition of congestion. Tiding a family over a day does not solve the problem of support for the 364 other days that are to follow. Nothing can do this but assured occupation at a living wage, and no such assurance is possible to be given except through the instrumentality of a piece of land.

How shall this be done? Let those who now are taxed for the support and care of dependent sick and poor in the several cities of the United States combine and purchase large tracts of land, locating these tracts ten, fifteen or twenty miles from the boundaries that

divide the city from the farming country that lies around. Establish modern villages in all of these rural districts and to each home attach a piece of land; connect these model villages by trolley with the city system and operate these lines at a cost that will enable the wage earner to pay his fare each day to and from his work. Rent or sell these village homes to city families that are in need, and for a year or two provide an instructor who shall supervise the cultivation of the land, who shall designate the kind of crops that should be grown, and the method of treatment that should be observed. Place the very poor, the friendless, the homeless and the wholly dependent out upon larger tracts of land where they will be comfortably housed and fed and their labor be directed by skilled supervisors day by day and thus be taught to cultivate the various crops that are suited to the soil, the climate, and other conditions that prevail where they are grown. These dependent persons should be encouraged as rapidly as possible to purchase or rent small tracts of land for themselves, to be operated and cultivated as their own. Fill the country for miles around with villages such as these, and scatter the dependent people of the congested and fever-breeding cities out in country homes, and the city problem, the problem of human betterment and future independence for the submerged masses who now are, in hopeless poverty in city slums will be sanely and forever solved.

Authority for city governments to make appropriations for this work would seem to be as ample as that under which they now act in similar directions. The purchase of land for



such a purpose is not essentially different from buying it for use as a city park. To erect homes upon it from which a moderate rental would be received or that may be sold to their occupants at a reasonable rate is certainly more remunerative as an investment than to maintain a park for recreation; to grade it, plant it out in trees and shrubbery, construct summer houses, erect fountains, excavate for lakes, maintain zoological collections, or botanical gardens for plants, all for free use by city people.

The construction of a trolley and its operation of cheap lines of transportation are not more expensive or less a necessity than to lay out, build and maintain a street, erect a bridge over a river or a tunnel under it for free use by the traveling public.

The same authority that permits expenditures in these directions is sufficient to permit the purchase of land outside of city bounds for the erection of homes, and to authorize the operation of cheap lines of transportation from the city to those homes. The advantage is greatly in favor of the last investment since besides providing for the support of many city poor who are now dependent, it returns in cash to the city treasury a large proportion, if not the entire amount, of that which it invests.

#### STUDY AGRICULTURE.

May I, in closing, make another suggestion to the members of this widely known and most distinguished club? You are organized for aiding in the betterment of women in their life and work in this city so appropriately named. Has it occurred to you that you could do much to beget a desire

for rural life if you were to show your sisterly love by exhibiting the beauty of that life and extolling its advantages before the discouraged and struggling families in your midst whose days are one continued anxiety to meet the weekly rent, and secure a supply of daily bread? Many of you have had visions and can and do tell these people of "the land that is fairer than day." How many can describe as well the sweet fields that "stand dressed in living green," and that lie this side the swelling flood? Can tell of the life that now is out amid country scenes, scenes that charm and delight all whose eyes have been opened to receive their sight; of a life that supplies food in abundance to famishing men and women, brings hope and health to the discouraged and diseased, gives courage to those who are ready to faint, and delivers from oppression the human souls that have all their lifetime been in bondage to those unmerciful and unrelenting taskmakers, poverty, crime and debt.

Might it not inspire and equip you for better service if you were to take up the systematic study of the country question—go back to school, not to the college or seminary where your daughters go, but to a school which you organize for yourselves, at which country problems are discussed and where methods of country living are taught by experts in agricultural science and household art. Allow me to say to those of you who may have prejudices against that which savors of the soil, that it is getting to be as fashionable for city ladies to study agricultural science as it has been in the past to join classes in music or in painting, or to seek to win supremacy

in that important modern occupation of fashionable women known as bridge whist.

I have a friend who for a number of years has made his living by teaching agriculture to women in the parlors of Fifth Avenue, New York. Horses, dogs, poultry, birds and flowers, all are of interest to every woman who cares for animals or appreciates the fragrance of a fine bouquet. A country home surrounded by noble trees, smooth-shorn lawns, well-kept hedges, gravel walks, rare shrubbery, beds of flowers, rich meadows, clear streams, and a wide expanse of view ought to be, and usually are, the dream of every cultivated woman who longs for quiet nerves, and heart-refreshing and soul-elevating pleasures here below.

Meet in your study club and listen to the magic story of a Burbank as he talks of the transformations of worthless fruits into delicious food for men. Hear some modern Solomon tell of plants, from the great trees in the Calaveras grove to the tiniest lichen that grows upon the wall. Have some Agassiz tell of animal life from those that mark the boundary between the kingdoms of animals and plants to the great monsters that roamed the earth in pre-historic days. Have expert teachers describe the wonders that science now has found in earth, in air and sea, and then tell me whether anything that the most sensational theatre has played or the modern opera has sung is more soul-inspiring or permanently helpful in meeting life's problems that you are here to solve than the study of nature's methods, the marvelous work of Almighty God in providing for the physical and spiritual sustenance and welfare of the race.

The best literature of to-day is in nature study books. The most attractive novels no longer portray the impossible loves and hates and tragical adventures of men and women, but they tell the story of *Black Beauty*, or chronicle the lives of "*Wild Animals that I have Known*." If you have not already done so, clear your tables of the sensational trash that litters so many homes, and fill your shelves with studies about the wonderful creations of Almighty God, as we see them looking up to us for recognition along every country path, or silently answering our salutation as we speak their names and greet them by the way.

When you have become inspired with love for rural occupations and rural scenes, then tell others how you feel until they too come to wish for the quiet comfort of the "simple life" and for the transcendent beauty of woodland, field and sky; tell despondent mothers, anxious for the welfare of their children, about a region where each can have a cottage of her own inside of whose doors the cry of hunger unappeased is never heard, and where eviction for unpaid rent will never again cast her out with nowhere to lay her head.

What nobler philanthropy can engage the efforts of city women who are well-to-do than to endeavor to secure comfortable rural homes into which the poor and helpless, the unfortunate and the unemployed who now throng our city streets may come and find shelter, food and opportunity for continued self-support, where self-respect can be again restored and children reared to become the comfort of parental hearts and in future years honored citizens of the State?



## A Message to Mothers and Parents' Circles

The following resolution was presented at Denver by Mrs. David O. Mears and formally carried:

"That Founder's Day be observed in every circle on February 17 of each year, when the work of the National Congress of Mothers shall be presented and a voluntary offering made."

I hope the above-mentioned date will be observed in every club and a brief program given embodying the work of the National Congress of Mothers. The following are suggested programs:

"How the National Congress was Founded." "Sketch of Mrs. Theodore Birney, the Founder." Paper: "The Power of Organized Motherhood to Benefit Humanity." Mrs. Schoff's (President's Report) Denver meeting.

The report of the first meeting of the National Congress of Mothers, which is for sale at a nominal price by the Congress, will contain material

for a program for "Founder's Day" and a brief sketch of Mrs. Theodore Birney may be obtained by addressing the National office, 806 Loan and Trust Building, Washington, D. C.

At the close of such a meeting when the aims and purposes of the National Congress have been set forth a voluntary contribution of ten cents per capita may be asked of each mother present, five cents of which is retained in the local treasury for local use and five cents to be sent to the National Treasurer (Mrs. L. K. Gillson Willmette), thus making the club an affiliated club of the National Congress.

This is one of the most successful ways of accomplishing affiliation.

It is always desirable that the work of the National be brought before each club at least *once* each year. This may be done on "Founder's Day."

H. M. HEFFERAN,  
Chairman.

### AIMS AND PURPOSES OF NATIONAL CONGRESS OF MOTHERS

To raise the standards of home life. To develop wiser, better-trained parenthood. To give young people, ignorant of the proper care and training of children, opportunities to learn this, that they may better perform the duties of parenthood.

To bring into closer relations the home and the school, that parent and teacher may cooperate intelligently in the education of the child.

To surround the childhood of the whole world with that loving, wise care in the impressionable years of life, that will develop good citizens, instead of lawbreakers and criminals.

To use systematic, earnest effort to this end, through the formation of Mothers' Clubs in every Public School and elsewhere; the establishment of Kindergartens, and laws which will adequately care for neglected and dependent children. In the firm belief that united concerted work for little children will pay better than any other philanthropic work that can be done.

To carry the mother-love and mother-thought into all that concerns or touches childhood in Home, School, Church, State or Legislation.

To interest men and women to cooperate in the work for purer, truer homes, in the belief that to accomplish the best results, men and women must work together.

To secure such legislation as will ensure that children of tender years may not be tried in ordinary courts, but that each town shall establish juvenile courts and special officers, whose business it shall be to look out for that care which will rescue, instead of confirm, the child in evil ways.

To work for such probationary care in individual homes rather than institutions.

To rouse the whole community to a sense of its duty and responsibility to the blameless, dependent and neglected children, because there is no philanthropy which will so speedily reduce our taxes, reduce our prison expenses, reduce the expense of institutions for correction and reform.

The work of the Congress is civic work in its broadest and highest sense, and every man or woman who is interested in the aims of the Congress is cordially invited to become a member and aid in the organized effort for a higher, nobler national life, which can only be attained through the individual homes.

## State News

### IMPORTANT NOTICE.

News items from the States must be in the hands of the editorial board by the fifteenth of the previous month to ensure their appearance in the next magazine. The editorial board earnestly ask the attention of every press chairman to the necessity of complying with this rule.

### CALIFORNIA.

The Board of Education and the Parent-Teachers' Associations Federation are planning a novel school at Utah street this year, that of practical homemaking. Already the many Russian Children and others who study here have acquired practical knowledge of the care of children and babies through the Day Nursery. The Board of Education will now build two small bungalows adjoining the school building. Professor Francis and Mr. Wwinn have already approved the plans, which call for a living-room and bedroom in one bungalow, a dining room, kitchen and screened porch in the other. In the screen porch will be placed two stationary washtubs, and the two buildings will be simply but tastefully furnished as an American home. A special instructor is to be secured, and members of the Federation will also take charge of the work.

At the Utah street school there are many fourteen-year-old girls still in the first grade, with no possibility of their ever receiving any more public schooling than they may acquire here.

For this reason it is intended they shall be taught practical, neat, easy ways of housework and thus grow to know, and from their knowledge disseminate to their elders, American methods.

On Mondays the girls will be taught to wash, Tuesday to iron and on Wednesday to bake. Thursday will be given to sweeping and dusting in the morning, and throughout the afternoon the girls will receive their parents, members of the Federations or other callers. Friday will be given to baking and regular housework, leaving the bungalow in excellent order for the next class of girls which will receive instruction the next week. Members of the Parent-Teachers' Committee in charge of the Day Nursery and who will also supervise the Home, are: Mrs. E. B. Manle, chairman; Mrs. Harvey Trowbridge, Mrs. H. O. Ford, Mrs. J. E. Williams and Mrs. J. L. Harris.

The Mothers' Congress in Los Angeles has just held a harvest festival and baby show, in which 600 babies were registered. The festival was given to raise money to carry on the work of the Congress. The

attendance was very large. Prizes were given to the mothers with the largest family, to the prettiest twins and to the prettiest babies over and under six months old.

### COLORADO.

The Denver Circle of the National Congress of Mothers is ready to begin the winter's work. A splendid program has been arranged for the year and regular meetings will be held the first Friday of each month, with a lecture. These lectures will be followed at an interval of a week by a parlor meeting for discussion. The Denver Circle numbers close to three hundred members, and the meetings are well attended. The following is the program:

October 7—Social Selection and Survival. Prof. G. R. Miller, of the State Normal School.

November 4—Social Adjustment of Children, Prof. G. R. Miller.

December 2—Religion of Children, Prof. G. R. Miller.

December 30—Children's Stories, Mrs. Edw. P. Costigan. Mothers are requested to bring their children to this meeting, which will be followed by a social hour.

February 3—Prof. Clark, of Chicago University; subject later.

November 3—Dr. Newell Dwight Hillis, of Plymouth Church, Brooklyn. Dr. Hillis will be heard in a course of six lectures under the auspices of the Denver Circle.

April 7—Mrs. Sanford Bell.

May 5—Symposium and annual election of officers.

FLORENCE W. ALDRICH,  
Chairman Press Committee.

### CONNECTICUT.

The Executive Board of the C. C. M. held its first meeting for the year at the New Haven Colonial Inn, Woodmont, September 20, 1910, with an attendance of twenty.

The meeting, under the efficient leadership of our new President, Mrs. B. L. Mott, of New Haven, proved a most enthusiastic one.

Connecticut has assumed as her share of the national debt \$100, this sum to be made up by local clubs. Reports from the various committees were very encouraging. It was voted to adopt as a "State Pin" one

bearing the design of the Connecticut seal," with the letters C. C. M. engraved thereon. A committee of three were appointed by the President to determine upon a suitable certificate for life members of the C. C. M. After lunch, a very interesting report from the National Convention, held in Denver, was given by Mrs. MacDonald, of Hartford.

Mrs. MacDonald was appointed State Organizer, an office which has been waiting some time for just the proper person to fill it.

#### INDIANA.

The latest circle of mothers to join the Congress in Indiana is the Froebel Club, in Butler, of which Mrs. Hayden Grayston is President. The mothers have engaged a kindergartner to take care of the children during the meetings of the mothers. This is the second circle in Butler which has been organized for child study and which has joined the National Congress of Mothers.

#### IOWA.

The Iowa Congress of Mothers hold their biennial November 1 and 2 in Des Moines. Mrs. Watts, the State President, is completing arrangements for the program, which includes Mrs. Frederic Schoff, President of the National Congress of Mothers, and Mrs. William Hefferan, chairman of the National Parent-Teacher Department.

During the past three years the annual meetings have been held in conjunction with the meetings of the Iowa Teachers' Association, affording visiting mothers an opportunity of hearing leading educators on various subjects.

This year the biennial is to be held immediately preceding the convention of the Teachers' Association, of which our Congress is a section. This section will conduct a Round Table, under the leadership of Mrs. S. R. Miles, of Mason City, at which time Mrs. Hefferan will speak on the parent-teacher work.

Dr. Margaret V. Clark, of Waterloo, well known in educational and social circles throughout the state, will speak at the biennial on Social Hygiene. The City Union of Mothers, at Des Moines, will entertain the visiting delegates.

At the last meeting of the Iowa State Teachers' Association, the Mothers' Congress and Parent-Teacher Association of this state was given the recognition that all such organizations merit, that of becoming a constituent part of the Association by vote of its Executive Committee. This year we are tendered the courtesy of the expenses of a speaker for our program.

Attesting the value and precedence gained by affiliation, we have been able to secure some of our most capable school men to take part on our program. When conservative school men, who have held positions as Superintendents in our leading cities for upwards of twenty years, recognize the value of this work, we wonder just how long we must wait for the Superintendents and teachers in smaller towns and the rural districts to fall in line. The Northeastern Teachers' Meeting will be held in Mason City, October 13, 14 and 15, at which time a Parent-Teachers' Round Table will be held. A report will be given in next issue.

#### NEW JERSEY

The Annual Meeting will be held November 11 and 12, 1910, at Orange, New Jersey, at Woman's Club of Orange.

Mothers, fathers, teachers and all interested in the development of children will be heartily welcome.

The following addresses will be given:

"Some Reminiscences," by Mrs. Edwin C. Grice, Honorary President of the New Jersey Congress of Mothers; "The Twentieth Century's Vicious Circle," by Dr. Robert N. Willson; "Child Clay," by Dr. Scott Nearing; "The National Congress of Mothers," by Mrs. Frederic Schoff, of Philadelphia, President of National Congress of Mothers.

By-Law III.—Section 1.—Parents' Associations, Mothers' Clubs, and Home or Child Study Departments of other clubs may become members of both the New Jersey Congress of Mothers and the National Congress of Mothers by the payment of ten cents per capita to the State Treasurer, one-half to be sent to the Treasurer of the National Congress. Each club is entitled to send to state meetings its President, or her representative, and one delegate for every ten members.

Section 3.—Any club other than the above may affiliate with the State Congress by the payment of \$3.00 annually and be entitled to send two delegates to all state meetings.

#### IMPORTANT INFORMATION.

Names of delegates should be sent to the chairman of the Credentials Committee, Mrs. Arthur J. Collins, Moorestown, N. J., before November 3, whereupon proper credential cards will be mailed them.

Officers, delegates and individual members will be entertained, and should send their names before November 7 to Mrs. C. B. Yardley, 332 William street, East Orange, N. J.

All delegates and individual members will be entertained by The Woman's Club of Orange at luncheon on Saturday and are to send their names not later than Novem-

ber 9 to Mrs. C. B. Yardley, 332 William street, East Orange, N. J.

Pennsylvania R. R. trains will leave West 23d street, New York, at 9.25 A. M.; arrive at Newark 9.56 A. M.; leave Newark at 4.27 P. M.; arrive in New York 5.00 P. M.

Leave Philadelphia (Broad Street), 8.20 A. M.; arrive in Newark 10.07 A. M.; returning, leave Newark 4.28 P. M.; arriving in Philadelphia 6.10 P. M.

At P. R. R. Station in Newark take trolley marked Orange or West Orange, stopping at Prospect Street. The Woman's Club of Orange is a short half block from there.

MRS. THOMAS B. HOLMES, President.  
Trenton, N. J.

MRS. J. LIHTON ENGLE, Cor. Secy,  
Haddonfield, N. J.

### OHIO.

CHILD WELFARE IN HOME, SCHOOL AND STATE.  
SEVENTH ANNUAL CONFERENCE OHIO CON-  
GRESS OF MOTHERS, NOVEMBER 1, 2, 3,  
CONNEAUT, OHIO.

There will be greetings from the local Mothers Circles, the churches and the schools. Mrs. C. W. McCleery, President Ohio Congress, will respond. Mr. H. C. Muckley, Assistant Superintendent of Cleveland schools, will speak on "Conservation in Education," "The Larger Use of School Buildings" and "How Mothers' Clubs Can Assist in the Work," by Mrs. A. E. Hyre; "Household Economics," Mrs. Jane Howard; "Progress in Child Study," Miss Louise Kohler; "Exalted Womanhood," Prof. Menner. Election of officers.

The Conneaut members of the Congress will provide lodging and breakfast for delegates.

### OREGON.

The annual meeting of the Oregon Congress of Mothers was held October 19, in Portland.

The constitution was revised to conform with the National. Twelve committees have been organized in conformity with the national committees, and every member of them has promised to help. Mrs. Robert H. Tate is President. Since the delegates returned from Denver they have been a great inspiration, and many plans have been made to extend and strengthen the work for child welfare in Oregon.

### PENNSYLVANIA.

The Pennsylvania Congress of Mothers will meet in Chester, Pa., November 3, 4, 5.

The New Century Club of Chester will give a reception to the Congress from 4 to 6, Thursday, November 3.

Greetings will be given by Hon. D. M. Johnson, Mayor; Mrs. I. B. Luckie,

President of the New Century Club. Mrs. George K. Johnson, President of the Congress, will respond. Mrs. E. A. Yarnall will give a report of the National Congress at Denver. Mrs. Schoff will send a message on "The World's Awakening to the Importance of Family Education." Mrs. Charles G. Mercer, chairman Baby Saving Work by Mothers' Congress in 19th Ward, Philadelphia, will tell of the work accomplished.

The chairman of Domestic Science, Mrs. A. B. Scott, will demonstrate a four-course meal. Dr. Arthur Holmes gives an address on "The Influence of Heredity and Environment in the Formation of Character."

A joint meeting of parents and teachers will be held Saturday, November 5. Addresses by Dr. Francis B. Brandt, Principal School of Pedagogy; Mr. Thomas S. Cole, Superintendent of schools, Chester; Mr. Walter Leroy Smith, Malden, Mass.; Miss Anne Heygate Hall.

The Pennsylvania Congress is planning to organize many new circles of mothers during the coming season.

### RHODE ISLAND.

THE RHODE ISLAND CONGRESS OF MOTHERS  
PRESIDENT'S MESSAGE.

This organization is no longer a stranger within our gates. The hearty response with which it has been greeted is evidence that the thought needed only to be disseminated in order that a host of women should carry out the ideas and plans with the result of a centralization of power towards accomplishment and the solving of problems bearing upon the welfare of children and the education of mothers.

We of the Congress attribute its growth and present prosperity largely to the encouragement and able assistance of the city, officials, district nurses, physicians and teachers and with such sponsors and co-workers we enter upon the new year full of courage and with an ever-broadening horizon opening before us.

I wish I could adequately express my appreciation of the unselfish, untiring work and coöperation of our teachers. Early and late, in season and out of season, they have met every request with a willingness and a ready response that has made the asking a pleasure, and has actively demonstrated the usefulness of the Congress as a common meeting ground, where teacher and parent may join endeavors for the benefit of the child.

That the union of all is the good of all was never more clearly demonstrated than in the work of the Rhode Island Congress of Mothers.

The Congress is a union of the various Mothers' Clubs of the State. Each club is a

representative in the neighborhood in which it exists. Each club is made up of individual members. Each club has its own duties and responsibilities.

Each member bears the same relation to the Congress that the various parts of the human frame do to the body. The head may form plans, but is dependent upon the body to execute them. The head is useless without the other members. The eye cannot say to the hands "I have no need of thee." Neither can the hand say to the feet, "I have no need of you," for all parts are necessary, and all parts are honorable.

You are the Congress; its efficiency and success depend upon you. You have a voice in the conduct of its affairs, and if each and everyone will realize her personal responsibility, the Congress will become more and more a great and giving power for good.

Each individual member of this organization, whether an active member, serving on a committee, or a member who simply pays her yearly dues, forwards the aims and purposes of this Congress. She, by her influence and allegiance, is a valuable exponent of this great movement for practical present day methods, namely the raising of the home and school standards of our State.

It is also of vital importance to our growth as a well rounded organization, that every Board meeting be well attended, thus we bring our combined forces to bear on matters needing the influence of large numbers, as well as the great advantage of a personal acquaintance with every department of our work. I cannot emphasize too strongly this necessity for a large attendance at every Board meeting.

For the new year upon which we are entering, we ask that each club and each club member shall feel an individual responsibility. We ask you to make your club a center from which will radiate a power for good throughout the district in which it is located.

It is my heartfelt wish that we may be brought into closer touch, that we may know each other better, both as clubs and as individuals, and that the response from each individual member shall be "I will give of my best influence and in work."

ANNIE F. ANGELL.

MRS. LOUIS L. ANGELL,  
50 Pitman street, Providence, R. I.

#### UTAH.

The Central Circle of the Utah Congress of Mothers has arranged an interesting program for the coming season. The coopera-

tion of the University of Utah has been secured, and lectures are promised by various professors.

There is an auxiliary circle of young girls which has raised seventy-five dollars by their own exertions, for the maternity store of clothing and supplies for deserving cases of charity which do not come under the care of other organizations.

Two or three circles in neighborhoods remote from the center of the city, and in connection with churches, are in process of formation.

The booklet containing the program for 1910-1911 begins with the following statement:

The most important study before the world to-day is Child Culture. The haphazard method and imperfect knowledge of former times are giving way to exact method and scientific certainty.

Mothers cannot afford to keep aloof from any means which makes them more efficient in their families. Fathers likewise need the quickening of this new movement.

All who care for the advancement of the race, and the progress of the world should take advantage of this opportunity for information. One afternoon each month given to the study of child culture will lend a stimulus to the lectures we have provided university professors and other workers along the lines, which mean so much to the future race that is soon to take our places in the world's affairs.

This is the only philosophy that is worth anything—the kind that can be used in the everyday development of ourselves and our children.

The subjects for study are: "Domestic Science Child Culture," Prof. Hall; "Physical Culture and Care and Culture of Youth," Prof. J. H. Paul; "Children's Interests," Prof. James McKnight; "Story Telling," Mrs. William Ingleheart; "Literature for Children," Prof. Griggs; "Home Nursing," Miss Davenport, and "Defective Senses," Prof. Milton Bennion; "A Plea for Simplicity in Childhood and Youth," Miss Clara I. Colbourne; "Physical Basis of Education," Prof. Bolin; "Public School Curriculum," Mrs. A. H. S. Bird; "Child Nature," Miss Mary B. Fox; "Over Training of the Child," Prof. William G. Raylance. An interesting feature of the Utah program is that each meeting has a man and a woman as the speakers of the day.

Some of the leading women of Salt Lake City are among the officers and managers of the Central Circle of the Congress.





## NATIONAL CONGRESS OF MOTHERS

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## TO THE FRIENDS OF THE NATIONAL CONGRESS OF MOTHERS

It has been decided by the District Congress of Mothers of Washington, D. C., to hold a Bazaar and Luncheon during the week of December 5th to 10th, 1910. We are making an appeal through the magazine for donations of fancy articles, books, baskets, candy, fruits and money. We are asking for character dolls and dolls representing the different States, and would be very grateful if the presidents of the various States will see that one or more will be sent.

Donations for the following booths will be graciously received and properly acknowledged:

Infants' Booth	Dolls
Aprons and Bags	Paper, including
Fancy Articles	Calendars
Indian Baskets	Christmas Cards
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Fruits	Bridge and 500
and	Score Cards
Segars	Mottos

Checks made payable to Mrs. W. E. DeReimer may be sent to Washington Loan & Trust Building, Washington, D. C., office National Congress of Mothers.

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Mrs. A. A. Birney, Assistant Chairman. Mrs. J. L. McGill, Chairman of Luncheon. Mrs. W. E. DeReimer, Treasurer.

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(Continued from last page of cover)

- The Physical Side of Motherhood  
*Mrs. Hannah Sorenson*
- The Will and the Way of Training  
*Ernest Hamlin Abbott*
- The Punishment Which Educates  
*Charlotte Perkins Gilman*
- The Mind of the Child from Eighteen Months to Three Years  
*Dunstan Brewer*
- The Beautiful as a Factor in Education  
*Cora Campbell*
- The Christmas Spirit in the Home  
*Mrs. Theodore Birney*
- The Herods of Our Day—Scarlet Fever, Measles and Whooping Cough  
*Woods Hutchinson, M.D.*
- The Moral Value of Occupation  
*Mrs. Theodore Birney*
- The Awkward Age  
*Dr. G. Stanley Hall*
- Teaching the Boy to Save  
*Dr. Wm. McKeever*
- Training the Girl to Help in the Home  
*Dr. Wm. McKeever*
- Three Physical Crises in Child Life  
*W. S. Christopher*
- Training for Service the Purpose of the Sunday-school  
*Dr. Josiah Strong*
- Temperament and Discipline  
*Mrs. Theodore Birney*
- Various Methods of Punishment  
*White*
- What a Father Can Do for His Son  
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- Where Parents Fall from the Teacher's View-point  
*Frederic C. Benson*
- Women's Responsibility in Heredity  
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Orders for this literature should be sent to the

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806 Loan and Trust Building

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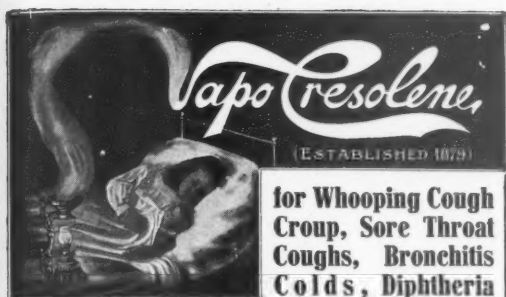
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The Mothers' Union of Kansas City has transferred its loan papers to the National Congress of Mothers. Mrs. Edwin R. Weeks, of the Union, will have charge of our Department of Loan Papers, and will in future superintend the selection of additional material. The combined lists have been carefully revised by her, to make them better serve the needs of the public. Old papers of the Congress and of the Union, not included in the list given below, have been withdrawn from circulation. The following papers will be loaned to any one in any place for ten cents each, on application to the Corresponding Secretary, 806 Loan and Trust Building, Washington, D. C. Orders should be given some time in advance of need, and the character of the papers desired as well as its title should be indicated. Papers may be retained three weeks, and should be returned unfolded. They are all by specialists, speakers or writers who could be secured in person only at great expense. Sets of twelve neatly typewritten papers, carefully selected to form a connected program for twelve meetings, will be sent on receipt of \$1.00. The character of work desired should be indicated in application. The topics of these sets are printed from time to time in the CHILD-WELFARE MAGAZINE.

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(Continued on page 100)